

Secondary Language Arts Core Curriculum
Draft
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UTAH SECONDARY LANGUAGE ARTS PHILOSOPHICAL POSITION

- 1) The Utah Secondary Language Arts Core relies heavily on the National Council of Teachers of English *Standards for English Language Arts* and the International Reading Association *Position Statement on Adolescent Literacy*.
- 2) The Utah Secondary Language Arts Core builds deliberately and systematically on the language arts foundation provided in the elementary experience. The Elementary Language Arts Core (published May 9, 2003) identifies skills that students exiting 6th grade should have and be able to use.
- 3) The Utah Secondary Language Arts Core should provide a comprehensive and competent literacy education that leads to understanding literacy skills as complex and enjoyable forms of learning and discovery.
- 4) The Utah Secondary Language Arts Core encourages students to use language for authentic purposes: to gather information, to enrich thinking, to explore culture and the human condition, and to be more forceful and articulate in using language in their lives.
- 5) The Utah Secondary Language Arts Core supports reading and writing efforts across the curriculum. However, it assumes that content-specific teachers (science, social studies, the arts, etc.) are addressing reading and writing in their particular courses as they guide students through domain-specific learning. The National Commission on Writing in America's Schools and Colleges reports that the total time spent writing during the educational day must be increased. In Utah's secondary schools, students should spend at least 45 minutes writing during the school day. In order to meet this goal, all content areas should spend time in writing to learn as well as in writing to demonstrate learning. In addition, common expectations for assessing writing should be developed across all curricular areas.
- 6) The Utah Secondary Language Arts Core requires instruction in reading in literary and informational text. Included in informational texts are the kinds of functional texts that may be encountered in Language Arts (charts, diagrams, etc.). It is expected that functional text will be addressed in other content areas where applicable and where materials may be more readily available.
- 7) The Utah Secondary Language Arts Core uses a form of analytical evaluation of writing based on six traits. There is no intention of recommending any product or program as sufficient for the entire curriculum where teaching writing is concerned. Utah uses a six trait model for consistency of vocabulary when talking about the development of skill in writing, and for consistency of evaluation across schools and districts in language arts and across content area writing programs.

- 8) The Utah Secondary Language Arts Core should address students' different educational needs, goals, and learning requirements, rather than seeing their cultural, intellectual, and linguistic differences as indications of inability or lack of academic interest.
- 9) The Utah Secondary Language Arts Core should help students acquire the necessary skills to enter the job market or to seek and succeed at continuing academic training.

UTAH SECONDARY LANGUAGE ARTS CORE

INTRODUCTION

Language is naturally acquired as a fundamental trait of humanness. As we enter school, even though we may have had little formal language instruction, we characteristically have a secure knowledge of our language, constructed almost unconsciously. The study and practice of language as a school content area involves the more focused examination of elements, structures, and functions in our language system. We use the term “language arts” to reflect how we develop skills and apply strategies to “craft” language for particular purposes and specific effects. We construct meaning from text we read or hear; we create intended meaning with text we write or speak.

The intent of secondary language arts instruction is to empower students in their use of language to understand and investigate themselves, others, cultures, and the environment. This involves developing students’ awareness of language purposes, their knowledge of the language elements and processes through which meaning is created, and their ability to evaluate meaning from different points of view. It involves providing students with explicitly guided practice so they internalize more complex, sophisticated strategies as habits of mind. It involves students’ reflective practice to recognize and value intricacies and idiosyncrasies of language meaning and effect. It also involves their use of language to interpret and connect with the world and to develop their sense of civic responsibility within it.

The Secondary Language Arts Core Curriculum emphasizes purposeful, strategic knowledge and processes in language applications. Language arts students should be practitioners of language skills, including their ability to form literate expressions about their learning.

STATEMENT OF INTENT

The overarching intent of language arts instruction in grades 7-12 is for students to value, appreciate, and demonstrate literacy through expressive and receptive language skills, and to understand and investigate the self, others, the culture, and the environment.

INTENDED LEARNING OUTCOMES

The Intended Learning Outcomes (ILOs) describe the goals for language arts skills and attitudes. They are found at the beginning of each grade level, are an integral part of the Core, and should be included as part of instruction.

1. Demonstrate a Positive Attitude Toward Language Arts Skills and Processes
 - a. Develop confidence in the ability to access text.
 - b. Enjoy the processes and outcomes of reading and writing.

- c. Develop confidence in the ability to express ideas, emotions, and experiences.
- 2. Demonstrate Appreciation for the Role of Language Arts in Their Lives
 - a. Recognize that the study of themes and values in texts is preparation for responsible participation in society.
 - b. Use language arts skills and strategies to think critically, communicate with others, and understand our culture and common heritage.
 - c. Develop thinking and language acquisition together through interactive learning.
 - d. Recognize that in studying language arts they will learn the strategies necessary for acquiring academic knowledge, achieving common academic standards, and learning independently.
- 3. Demonstrate Understanding of the Nature of Language
 - a. Understand that language enhances and identifies human beings as meaning makers.
 - b. Understand that language is the vehicle for constructing knowledge, acquiring skills, and developing habits of mind.
 - c. Understand that language captures and records human aspirations and imagination.
 - d. Understand that language is continuously evolving as a reflection of human evolution.
 - e. Understand that language acquisition is not a matter of refining skills, but of increasing confidence, insight, and discernment.
 - f. Understand that language conveys the depth of human experience, evoking both emotion and reason.
- 4. Understand and Use Receptive and Expressive Oral Language Skills to Communicate
 - a. Give and seek information in conversations, in group discussions, and in oral presentations.
 - b. Use questioning techniques to gain information.
 - c. Participate in and report on small group learning activities.
 - d. Develop and deliver individual presentations.
 - e. Plan, present, and critique the oral delivery of information and persuasive argument.
 - f. Plan, present, and critique dramatic readings of literary selections.
- 5. Use the Skills, Strategies, and Processes of Reading
 - a. Develop an enjoyment for reading as a life-long way to learn.
 - b. Access background knowledge to prepare to read and enjoy texts.
 - c. Use meta-cognition strategies during reading to monitor comprehension.
 - d. Improve comprehension by using strategies when meaning breaks down.
 - e. Retain information from and respond to text after reading.

6. Use the Skills, Strategies, and Processes of Writing
 - a. Develop a distinctive writing voice.
 - b. Understand that writing is a process of skills, strategies, and practices for creating, revising, and editing a variety of texts.
 - c. Develop reflective abilities and meta-awareness about writing.
 - d. Use writing to discover and explore ideas.
 - e. Develop collaborative writing skills to prepare for workplace writing.
 - f. Understand that writing is a tool for thinking: solving problems, exploring issues, constructing questions, addressing inquiry.
 - g. Understand that reading and writing are interrelated: writers approach new reading experiences with enhanced appreciation for the text.
 - h. Appreciate the value of personal writing and writing-to-learn in daily applications of knowledge.

READING COMPREHENSION

Standard 1: Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text.

Word Analysis, Vocabulary Development

	7	8	9	10	11	12
1.1	Determine word meaning through word parts, definitions, and context clues.	Determine word meaning through word parts, definitions, and context clues.	Determine word meaning through word parts, definitions, and context clues.	Determine word meaning through word parts, definitions, and context clues.	Determine word meaning through word parts, definitions, and context clues.	Determine word meaning through word parts, definitions, and context clues.
a.	Identify common prefixes and suffixes to determine meanings of words (see chart).	Identify common prefixes and suffixes to determine meanings of words (see chart).	Analyze the meaning of words using knowledge of roots (see chart).	Analyze the meaning of words using knowledge of roots (see chart).	Analyze the meaning of words using knowledge of roots (see chart).	Analyze the meaning of words using etymologies (e.g., word origins and histories).
b.	Identify the literal and gradient meanings of words.	Extend the meanings of words through understanding of connotation.	Distinguish between the connotative and denotative meanings of words.	Evaluate the effects of connotation in text.	Evaluate how words from various cultural origins impact text (e.g., Latin- and Greek-based words, street slang, dialects, ethnic terms).	Evaluate the use of gender-specific and non-sexist language in text (e.g., s/he, alternating she and he, informal “they”).

c.	Determine word meaning through definition or explanation context clues.	Determine word meaning through restatement or synonym.	Determine word meaning using sentence structure (e.g., parts of speech, grammatical structures).	Determine word meaning through analogy and contrast/antonym context clues.	Determine word meaning through contextual inference. (Combine prior knowledge and text clues to define “trucks” used in an article on skateboarding and an article on transportation.)	Determine word meaning through knowledge of linguistic roots and affixes (e.g., Latin-based languages (Italian, Spanish, Greek, Anglo-Saxon)).
d.	Distinguish between commonly confused words (i.e., <i>a lot/allot</i> ; <i>board/bored</i> ; <i>brake/break</i> ; <i>desert/ dessert</i> ; <i>hear/here</i> ; <i>its/it’s</i> ; <i>led/lead</i> ; <i>lie/lay</i> ; <i>right/write/rite</i> ; <i>to/too/two</i> ; <i>your/you’re</i>).	Distinguish between commonly confused words (i.e., <i>capital /capitol</i> ; <i>cell/sale/ sell</i> ; <i>choose/chose</i> ; <i>emigrate/ immigrate</i> ; <i>farther/further</i> ; <i>knew/new</i> ; <i>loose/lose</i> ; <i>passed/past</i> ; <i>quiet/quit/quite</i> ; <i>their/they’re/there</i> ; <i>weak/week</i>).	Distinguish between commonly confused words (i.e., <i>accept/except</i> ; <i>advise/advice</i> ; <i>council/counsel</i> ; <i>councilor/counselor</i> ; <i>principal/principle</i> ; <i>peace/piece</i> ; <i>than/then</i> ; <i>weather/whether</i> ; <i>who/which/that</i> ; <i>who’s/whose</i>).	Distinguish between commonly confused words (i.e., <i>affect/ effect</i> ; <i>between/ among</i> ; <i>either/ neither</i> ; <i>fewer/less</i> ; <i>good/well</i> ; <i>irregardless/regardless</i> ; <i>waste, waist</i>).	Distinguish between commonly confused words (i.e., <i>allusion /illusion</i> ; <i>complement/comp-liment</i> ; <i>imply/infer</i>).	Distinguish between commonly-confused words (i.e., <i>assure/ensure/insure</i> ; <i>coarse/course</i> ; <i>formally/formerly</i> ; <i>later/ latter</i> ; <i>stationary/stationery</i>).

Comprehension of Informational Text

	7	8	9	10	11	12
1.2	Comprehend and evaluate informational text (i.e., textbooks, advertisements, posters).	Comprehend and evaluate informational text (i.e., textbooks, biographies/autobiographies, persuasive essays, letters, graphs, charts).	Comprehend and evaluate informational text (i.e., web pages, newspapers, magazines, encyclopedias, maps, schedules, product instructions).	Comprehend and evaluate informational text (i.e., essays, non-fiction articles, work place and consumer documents, electronic text).	Comprehend and evaluate informational text (i.e., commentary, interviews, primary documents, speeches, essays).	Comprehend and evaluate informational text (e.g., literary analysis/criticism, historical commentary, political statements, research documents, workplace/consumer documents).
a.	Identify external text features to enhance comprehension (i.e., headings, subheadings, pictures, captions, bolded words, graphs, charts, and tables of contents).	Use external text features to enhance comprehension (i.e., headings, subheadings, pictures, captions, sidebars, annotations, italics, bolded words, graphs, and charts).	Analyze the purpose of external text features and structures in a variety of informational texts (e.g., textbooks, advertisements, posters, graphs, charts, maps, schedules, product instructions).	Analyze the purpose of external text features and structures in a variety of electronic texts (e.g., email, electronic newspapers, web pages).	Analyze the purpose of external text features and structures in a variety of printed texts (e.g., books, newspapers, magazines).	Evaluate the effectiveness of different text features in a variety of printed informational texts.
b.	Comprehend text using internal text structures and their	Comprehend text using internal text structures and their	Comprehend text using internal text structures and their	Analyze the function of multiple internal text	Evaluate the effectiveness of multiple internal text	Evaluate the effectiveness of diverse internal text

	appropriate cue words and phrases (i.e., chronological, sequence, and description).	appropriate cue words and phrases (i.e., question/answer, comparison/contrast).	appropriate cue words and phrases (i.e., cause/effect, problem/solution).	structures in a single text.	structures in a single text.	structures in a variety of texts.
c.	Retell, paraphrase and summarize from informational text.	Infer meaning from explicit information in text.	Infer meaning from implicit information in text.	Use explicit and implicit information to arrive at conclusions.	Synthesize information from a variety of sources.	Identify an author's implicit and stated assumptions about a subject based on the evidence in the text.
d.	Distinguish main idea and supporting details in text.	Distinguish fact from opinion.	Distinguish relevant from merely interesting information.	Evaluate text for reliability and accuracy.	Analyze multiple texts on the same topic for conflicting information.	Evaluate multiple texts on the same topic for reliability and accuracy.

Comprehension of Literary Text

	7	8	9	10	11	12
1.3	Comprehend literature using elements of narrative and poetic text.	Comprehend literature by differentiating the uses of literary elements in narrative texts.	Comprehend literature by evaluating the contribution to meaning of several literary elements within a work of literature.	Comprehend literature by recognizing the use of literary elements across genres and cultures.	Comprehend literature by analyzing the use of literary elements across genres and cultures.	Comprehend and compare culturally and historically significant literary forms.
a.	Identify narrative plot structure (e.g., exposition, rising action, climax,	Determine which incidents are important to moving the plot forward	Describe how conflict, character, and plot work	Examine the relationship between oral and written	Compare plot structures in works of literature (e.g., plot within a plot,	Evaluate the author's use of common literary elements (e.g., plot,

	falling action, resolution).	(e.g., flashback, foreshadowing).	together.	narratives.	multiple points of view, stream of consciousness).	characterization, point of view, theme, setting).
b.	Describe a character's traits as revealed by the narrator (e.g., thoughts, words, speech patterns, and actions).	Describe a character's traits based on what other characters think, say, and do.	Explain how character is developed through implication and inference.	Understand the uses of character development in conveying theme in literary works.	Explore universal character traits across cultures in literature.	Analyze archetypes in works from a variety of cultures and historical periods (e.g., the questing hero, the trickster, the anti-hero, the super hero).
c.	Distinguish topic from theme in literature.	Identify themes in literary works.	Relate themes in literary works to real-life events.	Analyze themes in literature and their connection to politics, history, culture, and economics.	Compare recurring and universal themes in literary works.	Analyze themes in literature and how they represent or comment on humanity or life in general.
d.	Define and describe settings in literature (e.g., place, time, and customs).	Identify descriptive details and imagery that establish setting.	Analyze how setting contributes to characterization, plot, or theme.	Evaluate setting as it contributes to characterization, plot, or theme.	Analyze how culture – the shared beliefs, values, and behaviors of a particular society at a particular time and place – influences setting.	Evaluate the impact of setting and historical context on literary works.
e.	Identify figurative language (i.e.,	Compare types of figurative language	Interpret figurative language in	Analyze the use of simile, metaphor,	Analyze the use, of irony, tone, and/or	Analyze the characteristics of

	simile and metaphor).	(i.e., simile, metaphor, and symbolism).	literature (i.e., simile, metaphor, personification, hyperbole, and symbolism).	pun, irony, symbolism, allusion and personification.	mood.	sub-genres (e.g., satire, parody, allegory).
f.	Identify main ideas and/or emotions in a wide range of poetry.	Distinguish between free verse and rhyme.	Identify the speaker in a poetic text.	Compare poetry on different topics from varied cultures and times.	Distinguish poetic narrative from prose.	Compare types of modern poetry (e.g., traditional, popular, rap, song lyrics, poetry slams, etc).

WRITING

Standard 2: Students will write informational and literary text to reflect on and recreate experiences, report observations, and persuade others.

Writing to Learn

	7	8	9	10	11	12
2.1	Retell or summarize and make connections to clarify thinking through writing.	Evaluate information, interpret ideas, and demonstrate thinking through writing.	Compare multiple ideas and perspectives to extend thinking through writing.	Interpret and analyze ideas and perspectives to clarify thinking through writing.	Analyze and synthesize ideas and information to refine thinking through writing.	Evaluate ideas and information to refine thinking through writing.
a.	Retell significant events in sequence.	Organize events and ideas in order of importance.	Compare/contrast significant or essential ideas, facts, or events.	Analyze varied ideas and opposing opinions.	Form conclusions and recommend action.	Evaluate the merit of varied ideas and opposing opinions.
b.	Summarize essential information from literary or informational text.	Focus written facts or events around a clearly stated, unifying idea.	Choose facts, events, or ideas and distinguish their differences or demonstrate their similarities.	Analyze facts, events, or ideas to create meaning.	Integrate facts, events, or ideas to create new ideas.	Evaluate ideas and examine causes and effects.
c.	Connect text to self.	Connect text to self, text to world and text to text.	Compare/contrast connections between texts, between texts and self, and between texts and	Identify and analyze assumptions and perceptions by examining connections between	Consolidate and synthesize connections between texts, between texts and self, and	Evaluate connections between texts, between texts and self, and between texts and

			different world connections.	texts, between texts and self, and between texts and different world connections.	between texts and different world connections.	different world connections.
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Extended Writing. Students should use the entire writing process to produce at least one extended piece per term, not necessarily limited to the type of writing emphasized at individual grade levels.

	7	8	9	10	11	12
2.2	Write to identify and reflect on feelings to recreate experiences. (Emphasize autobiographical or narrative essays.)	Write to identify and reflect on feelings to recreate experiences. (Emphasize short biographies, narratives, or memoirs.)	Write to persuade others. (Emphasize persuasive compositions.)	Write to persuade others. (Emphasize persuasive compositions.)	Write to analyze literary text and explain informational text. (Emphasize expository writing.)	Write to critique literary text and to evaluate informational text. (Emphasize expository writing.)
a.	Relate a clear, coherent incident, event, or situation with simple reflection.	Convey a unifying theme or idea.	State a thesis that clearly takes a position.	Experiment with varied organizational patterns and forms of writing (e.g., memos, letters, reports, essays, brochures).	Select an organizational pattern that suits the topic.	Write in formal style and format (e.g., academic papers, business reports, multi-media presentations, etc).

b.	Sequence events chronologically.	Order events effectively and experiment with flashback or foreshadowing.	Organize writing effectively using leads, details, transitions, conclusions.	Support arguments with personal experience, detailed evidence, examples, and reasoning.	Provide detailed evidence and examples to substantiate arguments.	Analyze information and systematically organize to support central ideas, concepts, and themes.
c.	Use sensory details.	Use narrative details (e.g., dialogue, description, imagery, symbolism).	Refute counter arguments by using personal experience, facts, anecdotes, examples and paraphrased ideas.	Use persuasive strategies including appeals to logic, emotion, and ethics.	Support arguments with logic and text references.	Convey a particular tone and voice through deliberate word choice.

Revision and Editing

2.3	Revise and edit to strengthen ideas, organization, voice, word choice, sentence fluency and conventions.	Revise and edit to strengthen ideas, organization, voice, word choice, sentence fluency and conventions.	Revise and edit to strengthen ideas, organization, voice, word choice, sentence fluency and conventions.	Revise and edit to strengthen ideas, organization, voice, word choice, sentence fluency and conventions.	Revise and edit to strengthen ideas, organization, voice, word choice, sentence fluency and conventions.	Revise and edit to strengthen ideas, organization, voice, word choice, sentence fluency, and conventions.
a.	Evaluate and revise for: Use of a unifying	Evaluate and revise for: Specific and relevant	Evaluate and revise for: Anticipation of and	Evaluate and revise for: Adequate support of	Evaluate and revise for: Sufficiently	Evaluate and revise for: Limited topic and

idea or topic.	details that support the idea.	answers to readers' questions.	ideas (e.g., quotations, facts, examples, anecdotes, and excerpts).	developed key ideas and specific details that directly support and advance the thesis statement.	controlling idea providing focus for extended pieces.
A clear beginning, middle, and end, with sequential transitions.	An introduction, body, and conclusion with a controlling idea, topic sentences, and supporting details.	Inviting leads and satisfying conclusions.	Control of organizational elements in multiple paragraph texts (e.g., thesis, details, leads, conclusions, and transitions).	Control of organizational elements in multiple paragraph texts (e.g., thesis, details, leads, conclusions, and transitions).	Varied transitions that connect ideas within and between paragraphs.
Appropriate tone and voice.	Appropriate tone and voice.	A variety of voices for different audiences and purposes.	Correct use of active and passive voice.	Correct use of active and passive voice.	Correct use of active and passive voice.
Varied sentence structure.	Varied sentence length.	Varied sentence structure (i.e., include complex and compound sentences).	Appropriate voice for specific audiences.	Consistent, appropriate voice.	Formal or informal voice specific to purpose.
Appropriate word choice for topic.	Words appropriate to audience.	Carefully chosen vocabulary to	Rhythm created through sentence construction (i.e., parallel sentence structure).	Rhythm created through sentence construction (i.e., parallel sentence structure).	Concise sentence structure to enhance sentence fluency.
			Specific word choice	Words intentionally	Words particular to the topic supported

			achieve voice and purpose.	for different audiences and purposes.	and skillfully used.	within the text for ease of understanding.
b.	<p>Edit for:</p> <p>Correct subject-verb agreement.</p> <p>Correct use of commas in a series.</p> <p>Correct use of possessives.</p> <p>Correct capitalization of sentence beginnings or proper nouns.</p> <p>Correct end punctuation on simple and compound sentences.</p> <p>Spelling.</p>	<p>Edit for:</p> <p>Correct verb tenses.</p> <p>Correct use of relative pronouns.</p> <p>Correct use of quotation marks and commas in dialogue.</p> <p>Correct agreement of pronouns and antecedents.</p> <p>Correct capitalization of titles of books, poems, etc., and titles of courses (e.g., History 202).</p> <p>Spelling.</p>	<p>Edit for:</p> <p>Correct use of commas in introductory phrases and clauses.</p> <p>Correct use of adverbs.</p> <p>Correct use of colons.</p> <p>Correct use of parentheses.</p> <p>Correct capitalization of languages, races, nationalities, religions or sections of the country.</p> <p>Spelling.</p>	<p>Edit for:</p> <p>Correct subject/verb agreement.</p> <p>Agreement of pronouns and antecedents.</p> <p>Correct sentence construction (i.e., fragments, run-ons).</p> <p>Correct placement of modifiers.</p> <p>Correct capitalization for abbreviations (Ph.D.) or letters that stand alone (U-turn, I-beams).</p> <p>Correct use of commas to set off appositives.</p> <p>Correct use of</p>	<p>Edit for:</p> <p>Commas with introductory phrases and clauses.</p> <p>Correct use of relative pronouns.</p> <p>Capitalization of the first word in a sentence enclosed in parentheses (e.g., “She grinned again. (That grin!)”</p> <p>Spelling.</p>	<p>Edit for:</p> <p>Consistent and logical use of tenses.</p> <p>Correct punctuation of dialogue.</p> <p>Correct punctuation of direct quotations.</p> <p>Correct placement of modifiers.</p> <p>Spelling.</p>

				possessives. Correct use of semi-colon. Spelling.		
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INQUIRY/RESEARCH/ORAL PRESENTATION

Standard 3: Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.

Process of Inquiry

	7	8	9	10	11	12
3.1	Use the process of inquiry to formulate questions and engage in gathering information.	Use the process of inquiry to focus thinking toward understanding an idea or concept.	Use the process of inquiry to examine multiple points of view.	Use the process of inquiry to problem solve and deepen understanding.	Use the process of inquiry to draw conclusions.	Use the process of inquiry to explore, compile, and report research.
a.	Formulate text-supported, open-ended questions.	Formulate questions for inquiry (i.e., literal, interpretive inferential, evaluative).	Formulate questions to evoke multiple, valid responses from different points of view.	Formulate essential questions that expose problems and explore issues.	Formulate questions that direct inquiry.	Address and analyze a question using different types of inquiry (e.g., experimentation, trial and error, survey, interview, and secondary sources).
b.	Gather relevant	Choose information	Gather information	Analyze information	Analyze	Evaluate the

	information to answer questions.	that best supports the focus of inquiry.	from multiple sources that reflect varied points of view.	to determine relevance to essential question.	information to determine relevance to essential question.	reliability of the information with regard to context and bias.
c.	Validate the accuracy and relevance of information, discriminating between fact and opinion.	Distinguish between reliable and unreliable sources of information.	Evaluate the credibility of sources.	Evaluate the accuracy and relevance of information that reflects multiple points of view.	Evaluate the accuracy and relevance of information that reflects multiple points of view.	Make inferences and draw conclusions based on data or evidence.
d.	Distinguish paraphrasing and summarizing from plagiarizing.	Distinguish primary from secondary sources.	Use primary and secondary sources.	Evaluate, use, and cite nontraditional sources (e.g., Internet, interviews, media sources).	Evaluate, use, and cite primary and secondary sources.	Evaluate, use, and cite primary and secondary sources.

Written Communication of Inquiry

3.2	Write to report information gathered from the process of inquiry.	Write to demonstrate understanding of an idea or concept.	Write to analyze multiple points of view.	Write to synthesize information to solve a problem or deepen understanding.	Write to evaluate information and to make recommendations.	Write to evaluate and report research results.
a.	Select an appropriate format to report information.	Select an appropriate format to demonstrate understanding.	Select an appropriate format to analyze multiple points of view.	Select an appropriate format to synthesize information.	Select an appropriate format to evaluate information and to make recommendations.	Select an appropriate format to evaluate and report research results.
b.	Gather	Gather information	Compile and	Gather and synthesize	Gather, evaluate, and	Gather, evaluate,

	information on an idea or concept.	from more than one source.	analyze information from multiple points of view.	information to solve a problem or deepen understanding.	organize evidence to support a position.	and organize research on a specific topic.
c.	Report information using summarization.	Report information by paraphrasing, summarizing, and/or quoting from sources.	Report analysis of multiple points of view using paraphrase, summary, and/or quotations.	Support synthesis of information using paraphrase, summary, and/or quotations.	Support evaluations and recommendations using paraphrase, summary, and/or quotations.	Support main points using a variety of convincing and relevant information.
d.	Use informal contextual citation. (Example: “Gary Paulson says he gets his ideas from...”)	Use informal citation to support inquiry.	Use informal and formal citations where appropriate, to support inquiry.	Use informal and formal citations where appropriate, to support inquiry.	Use informal and formal citations where appropriate, to support inquiry.	Use informal and formal citations where appropriate, to support inquiry.

Oral Communication of Inquiry

	7	8	9	10	11	12
3.3	Communicate ideas and information appropriately in classroom settings.	Participate in and report on small-group learning activities.	Conduct interviews to support inquiry.	Plan and present orally using techniques appropriate to audience and purpose.	Make informative and persuasive presentations using visual aids/technology.	Make oral presentations of research findings using visual media.
a.	Determine the purpose for communication (e.g., to respond to writing, to obtain a result, to convey	Determine the purpose for small group learning activities (e.g., to respond to writing, to acquire information,	Determine the purpose for interviews (e.g., to examine perspectives, to acquire information,	Determine audience and purpose for oral presentations (e.g., to inform, to persuade, to entertain).	Determine the purpose for informative and persuasive presentations.	Evaluate audience, purpose, and information to be conveyed.

	ideas or information, to seek validation).	to present ideas, to clarify understandings).	to clarify understanding, to respond to writing).			
b.	Use appropriate protocol for asking questions (e.g., turn taking, staying on topic, projecting adequately).	Identify and assume responsibilities for specific group tasks, including asking relevant questions.	Ask probing questions to seek elaboration and clarification of ideas.	Anticipate and prepare to respond to potential audience questions.	Identify questions to be addressed in refutations.	Anticipate and prepare to answer potential audience questions.
c.	Use appropriate protocol for responding to questions (e.g., respecting others' contributions, staying on topic, projecting adequately).	Respond appropriately to group members' questions and contributions.	Make supportive statements to communicate agreement with or acceptance of others' ideas.	Respond effectively to audience questions and feedback.	Refute counter-arguments.	Respond effectively to audience questions and feedback, refuting counter-arguments.
d.	Contribute constructively in classroom settings.	Present group reports.	Present interview results.	Present orally using visual aids/technology for support.	Present evidence clearly and convincingly. Enhance presentation with visual media.	Present information orally with poise and clear articulation. Enhance presentation with visual media.

Appendix A

7th Grade Prefixes and Suffixes

Prefix	Meaning	Examples
bi-	two, halves	bicycle, bisect, binoculars, bimonthly
extra-	beyond, outside	extraterrestrial, extraordinary, extravagant, extrovert
fore-	front	forehead, forecast, forethought, forefront
il-	not	illegal, illiterate, illegible, illogical
im-	not	impossible, improbable, imperfect, immobile, impassable
mis-	incorrect, bad	mistake, misuse, misprint, misplace, misinform, misfit, misfortune
post-	after	postgraduate, postpone, postwar, postscript
pre-	before	prevent, present, prelude, preposition, prehistoric, preview, precede, prevent, predict
re-	again	remain, receive, represent, required, return, revise, review, retouch, revive, reclaim, revoke
un-	not	undone, unable, unfit, unequal, unearned
Suffix	Meaning	Examples
-able, -ible	capable of	capable, agreeable, expandable, edible, visible
-ate	cause, make	separate, create, segregate, dominate
-er, -or	one who, that which	farmer, author, doctor, baker, dancer, teacher
-ful	full of, characterized by	careful, beautiful, useful, hopeful, helpful, frightful
-ist	one who	Artist, physicist, chemist
-less	without	hopeless, worthless, careless, useless, fearless
-ly	in the manner of	sincerely, usually, finally, carefully, especially, exactly, actually, frequently, recently, immediately, suddenly, probably
-ment	action, state of, result of	government, movement, experiment, equipment, environment, statement, apartment, instrument, moment, amendment, contentment
-tion	act or state	question, information, position, section, addition, position, action, nation, attention, station, motion, population, solution, condition, education, operation, situation, construction, transportation, function

8th Grade Prefixes and Suffixes

Prefix	Meaning	Examples
anti-	against	antibody, antidote, antacid
com-	together	common, complete, compare, company, combine, community

con-	together	connect, continue, converse, consider, convince, conjunction, contact, contract
dis-	apart from, away	disappear, discuss, distract, distort, dispute, dismiss, disprove
inter-	between	international, interfere, intervene, interrupt, interject
intr-	into, inward	introduce, introvert, introduction
non-	not	nonstop, nonprofit, none, nonsense, nonfat, nonexistent
pro-	forward	product, protect, progress, produce, provide, pronounce, program
super-	over, more	supervisor, superior, supernatural, supreme
trans-	across, beyond	transport, transmit, transfusion, transoceanic
Suffix	Meaning	Examples
-en	make of, make	wooden, frighten, frozen, happen, lighten
-ess	female	actress, princess, goddess, lioness, governess
-ish	origin, nature, resembling	finish, foolish, Irish, clownish, selfish, smallish, greenish
-ism	system, manner, condition	alcoholism, heroism, Communism, capitalism
-ize	make	realize, organize, recognize, harmonize
-let	little	booklet, omelet, piglet, coverlet
-ness	quality of, state of	greatness, kindness, carelessness, softness, darkness
-ous	full of, having	various, dangerous, glorious
-ship	skill, state, quality	friendship, relationship, companionship
-tude	state of	multitude, gratitude, solitude

9th Grade Bases

Bases	Meaning	Examples
act	Latin – to do	react, action, activate, counteract, interact
bio	Greek – life	biography, biology, biochemistry, autobiography
clud	Latin – close	exclude, include, preclude, exclusive, conclude
counter	Latin – against	counterattack, counteract, counterpoint, counter
de	Latin – down	deposit, descent, deplete, denounce, demolish
fer	Latin – carry	transfer, infer, refer, defer, ferry, conifer
fract	Latin – break	fracture, fraction, infraction
gram	Greek – writing	telegram, grammar, hologram
mar	Latin – sea	marine, marina, mariner, submarine
mem	Latin – remember	memory, remember, memorial, memo, memoir
nav	Latin – ship	navy, naval, navigate, navigable
pop	Latin – people	popular, population, populate
port	Greek – to	support, transport, import, report, deport, important

	carry	
rupt	Latin – break	erupt, disrupt, rupture, corrupt, abrupt, corruptible
scribe	Latin – write	scribble, inscribe, scribe, describe, transcribe
sect	Latin – cut	section, dissect, intersection, bisect
sur	Latin – over	surplus, surpass, surcharge, surface, surmount, surname
tele	Greek – far	television, telephone, telescope, telepathy
tort	Latin – twist	contort, torture, distort, tortilla
uni	Latin – one	unicycle, universe, united, union, uniform, unison, unique, unicorn

10th Grade Bases

Bases	Meaning	Examples
bene	Latin – good	benefit, benevolent, beneficial, benefactor
contra	Latin – against	contradict, contrary, contrast, contraband
duct	Latin – lead	conduct, induct, product, reduction, deduction, reproduction
flec	Latin – bend	reflect, inflection, deflect, reflection
grade	Latin – step	gradual, grading, downgrade, degrading
grat	Latin – pleasing	gratitude, gratifying, grateful
greg	Latin – group	gregarious, segregate, congregate
junct	Latin – join	junction, conjunction, juncture, adjunct, injunction
loqua	Latin – talk	eloquent, soliloquy, dialogue
mal	Latin – bad	malevolent, malcontent, malicious, malady, malign
mir	Latin – wonder	mirage, miracle, mirror, admire
mot	Latin – move	motion, motor, motivation, demote, emotion, promote, commotion
phon	Greek – sound	phonograph, phonetic, symphony, telephone
sens	Latin – feel	sense, sensitive, sensory, sensation, dissension
seque	Latin – to follow	sequence, sequel, consequence, subsequent, consecutive
sol	Latin – alone	solo, solitude, solitary, soliloquy, desolate, consolidate, solitaire
spec	Latin – look	spectacles, specimen, specific, spectator, speculate, respect, inspect, prospect
string	Latin – bind	stringent, string, stringy, astringent, stringer
tact	Latin – touch	tactile, contact, tactics, tactful, intact, intangible
vol	Latin – will	volunteer, malevolent, benevolent, volition, involuntary

11th Grade Bases

Bases	Meaning	Examples
ad	Latin – to	adhesive, adapt, addendum, addition, addict, advocate, advent, adherent
cracy	Greek –	democracy, autocracy, aristocracy

	government	
demo	Greek – people	democracy, demography, demonstrate
dia	Greek – across	diameter, diagonal, dialogue, dialect, diatribe
dom	Latin – rule	dominate, predominate, dominion, domineering, domain
dyna	Greek – power	dynamic, dynamo, dynamite, dynasty
fid	Latin – faith	fidelity, confidence, confidante
form	Latin – shape	conform, uniform, form, formula, reform, formation, deform, perform
ject	Latin – to throw	eject, reject, conjecture, dejected, inject, subject, projection, interject
lent	Latin – full of	turbulent, excellent, insolent, corpulent
liber	Latin – free	liberate, liberty, liberal, deliberate, deliverance, liberalize
phile	Greek – love	philosopher, philanthropy, bibliophile, philharmonic, Philadelphia
photo	Greek – light	photograph, photosynthesis, photon, photogenic
pulse	Latin – drive	impulse, repulse, pulsate, impulsive, compulsive
spir	Latin – breathe	inspire, respiration, perspiration, expire, spirit, aspire, conspire
sym	Greek – together	sympathy, symbol, symmetry, symphony symposium
tract	Latin – to pull	tractor, detract, retraction, attractive, contract, traction
trib	Latin – to pay	tribute, tributary, retribution, contribute, attribute, distribute
vita	Latin – life	vitamin, vitality, vital, revitalize
vore	Latin – eat greedily	voracious, carnivorous, devour, omnivorous, herbivore

NCTE Standards for the English Language Arts

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
4. Students adjust their use of spoken, written, and visual language (e.g., convention, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
6. Students apply knowledge of language structure, language conventions (e.g. spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
8. Students use a variety of technological and information resources (e.g., libraries databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.

11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

What Adolescents Deserve: Principles for Supporting Adolescents' Literacy Growth
International Reading Association

1. Adolescents deserve access to a wide variety of reading material that they can and want to read.
2. Adolescents deserve instruction that builds both the skill and desire to read increasingly complex materials. They need well developed repertoires of reading comprehension and study strategies.
3. Adolescents deserve assessment that shows them their strengths as well as their needs and that guides their teachers to design instruction that will best help them grow as readers.
4. Adolescents deserve expert teachers who model and provide explicit instruction in reading comprehension and study strategies across the curriculum.
5. Adolescents deserve reading specialists who assist individual students having difficulty learning how to read by providing tutorial reading instruction.
6. Adolescents deserve teachers who understand the complexities of individual adolescent readers, respect their differences, and respond to their characteristics.
7. Adolescents deserve homes, communities, and a nation that will support their efforts to achieve advanced levels of literacy and provide the support necessary for them to succeed.

